



International Alliance for Learning

Accelerated Learning Certification

Levels I, II and III

Certification Committee

January 2004



Accelerated Learning Certification: Levels I, II, III

The AL Certification Committee is pleased to be able to share with you the results of our committee's efforts. We used a modified Delphi Method to arrive at our conclusions. The Delphi Method is a process—some would call exhaustive-- by which a group of people living in far-flung locations reach consensus around the topic of discussion. In this case, we borrowed from the German Certification program and from the results of Charlotte LeHecka's dissertation study to create the original instrument. That instrument was sent to eight AL leaders, who then participated in the Delphi process. Three levels of certification were recommended.

The three levels of competency certification for Accelerated Learning recommended are:

The Practitioner level enables graduates to teach their subject matter with a high level of competency in Accelerated Learning.

The Master Practitioner level enables graduates to create an Accelerated Learning course design that optimizes learning, requires mastery of AL tools and recognizes a master-level teacher.

The Trainer level develops the capacity for an AL Master Practitioner to train others in Accelerated Learning and support them in their journey to become masterful AL practitioners.

Level I Certification

Level I consists of three 40-hour modules.

Module I:

The goal of Module I is:

- To introduce the learner to Suggestopedia and Accelerated Learning teaching
- To model the AL cycle in the teaching process and give participants' opportunities to
- experience the AL learning cycle
- To give participants opportunities to begin to use the tools of AL

Upon completion of Module I, participants will be able to:

1) Demonstrate knowledge of the theoretical constructs which inform the accelerated learning process such as: designing programs to build on the known and bridge to the unknown, create a sense of flow, weaving the artistic, the psychological and the didactic into the teaching experience, creating a congruent, integrated environment, using relaxation techniques, visualization techniques, metaphorical stories, applying the right music to create a relaxed, alert state in the learner, use suggestion and de-suggestion, begin with the global and then go to the specifics in learning.

2) Demonstrate knowledge of the constructivist approach to learning

3) Demonstrate knowledge of brain and learning theories and theoreticians whose work forms the basis of Accelerated Learning such as: Split-brain research by Sperry, Triune





Brain research by MacLean, Holographic brain research by Pribaum, Gardner's Multiple Intelligence theory, Kolb's (or other's) learning style theories, learning modality theory, roles of emotions in learning (Pert, Goleman, McLean), research on stress as it relates to learning, research on nutrition as it relates to learning,

4) Apply brain and learning theories to explain differences between their own and others' ways of knowing.

5) Analyze their experience and judge the structural elements of their own classroom as to the extent they support the Accelerated Learning process

6) Demonstrate an understanding of the AL Cycle by describing the different elements of the cycle and giving examples of activities appropriate for each part of the cycle.

7) Facilitate different parts of the cycle and use: relaxation techniques, different kinds of imagery, analogies, metaphors, and active and passive concerts.

8) Design learning experiences for different parts of the cycle such as: motivators for learning, multi-sensory activities for the elaboration phase which includes games, visuals, learning tools and simulations, and practice with creating mind maps, flipcharts, posters, etc.

9) Describe the importance of the uses of music in the various phases of the AL cycle

10) Describe the role of suggestion, de-suggestion in the AL environment as it relates: to the use of voice and the various ways it can be used to good effect, to the use of gestures, movement, and attitudes toward the learner, to working with students' barriers to learning, to the use of visualization for personal growth, to the physical and psychological preparation of the learning environment

11) Develop and present a final group presentation using parts of the AL cycle

12) Demonstrate strong presentation skills and the ability to think in new ways about their role in the learning process.

Module II:

The goal of Module II is:

- To give participants an opportunity to become more skillful in effectively facilitating and designing using AL through group and individual practice of each element of the AL cycle.
- To create confidence in the learners to transfer the knowledge to their own learning/teaching situations.
- To give participants enough understanding of AL design to adapt materials currently being used in their teaching environment.

Upon completion of Module II, participants will be able to:

1. Analyze an AL environment and be able to describe what is needed to create that environment as a result of: self reflection and opportunities to experience additional presentations of the AL cycle by master teachers applying the methodology to different subject matter areas.





- 2. Demonstrate knowledge of a variety of ways to create and deliver:** introductory activities, global overviews, active and passive presentations, debriefing activities, practice activities, performance activities, reflection/review activities and celebration activities.
- 3. Design and use:** visual stimuli for learning, props and other support materials
- 4. Use current research on:** stress, nutrition, emotions, learning style theory, multiple intelligence theory, learning modality theory to facilitate and design AL programs.
- 5. Understand and use knowledge of brain theories** (LB/RB, Triune Brain, Holographic Brain) **in designing and delivering AL programs**
- 6. Demonstrate ability to design and deliver:** imagery experiences using external and internal frames of reference, metaphorical stories, relaxation, focusing/centering activities, reflective activities, story-telling, enrolling questions, Multiple Intelligence theory, learning style theory, and learning modality theory in preparing activities during the elaboration phase
- 7. Apply the concept of “suggestion” as it relates to:** reading your target group by noticing verbal and non-verbal language to better understand their “barriers to learning”, applying the concept of “suggestion” (mental models, beliefs, paradigms), i.e., how learners’ beliefs about what is possible about themselves and others can promote or get in the way of learning, to design and facilitate more thoughtfully, recognizing how your beliefs are reflected in your words and non-verbal cues and how your “suggestions” influence learner success and take responsibility for developing yourself further, and displaying congruency between action and words.
- 8. Demonstrate ability to use music as a soundtrack for content readings such as:** active and passive concerts, visual reviews with music or other methods of using music with read or viewed materials
- 9. Explain and demonstrate ability to use movement to:** reinforce learning, to create the right energy and concentration for learning and to foster group dynamics. Movement activities may be as sophisticated as metaphor, dance, yoga, edu-kinesthetics or as simple a state change as a simple movement or walking.
- 10. Implement facilitation/cooperative learning techniques to:** promote positive group dynamics, to help groups focus, to direct group’s attention, to focus on interpersonal development.
- 11. Demonstrate strong presentation and facilitation skills.**
- 12. Develop his/her own presentation relative to each part of the AL cycle and be able to explain the rationale for each inclusion decision.**
- 13. Think in new ways about their role in the learning process and make conscious choices about ways to develop into the type of facilitator they want to be.**

Module III:

The goal of Module III is:

- 1) To provide the learner with an opportunity to hone their skills as a facilitator
- 2) To provide an opportunity to get feedback on your AL presentation from your peers and your facilitator.
- 3) To learn from and give feedback to your colleagues.
- 4) To develop capacity for action research





Upon the completion of Module III, participants will be able to:

- 1) **Design an AL class that:** addresses the multi-level needs of the target group, getting to the essence of what needs to be mastered and students' barriers, that takes into consideration the didactic, the artistic and the psychological processes, and blends and weaves these elements in such a way as to reinforce learning
- 2) **Set up an AL environment that:** creates a positive expectation of learning, demonstrates genuine interest in and concern for students, creates an atmosphere of mutual respect between learner and facilitator, and in which the facilitator models what one expects from the learners
- 3) **Implement an AL lesson using the basic design and facilitation principles of Accelerated Learning.**
- 4) **Demonstrate ability to use:** active and passive communication skills, the voice, gesture, and space effectively to present, facilitate and create the right mood for learning, various procedures to help participants focus, direct group's attention
- 5) **Implement tools** to promote positive group dynamics (such as group facilitation/cooperative learning techniques) and the personal development of each learner
- 6) **Display congruency** between action and words
- 7) **Demonstrate ability:** to be flexible, including openness to ideas about curriculum, context, outcomes and methods, to analyze and reflect on one's own practice
- 8) **Demonstrate** strong presentation and facilitation skills and skill in using suggestion to build a bridge between the conscious and unconscious
- 9) **Ability to give constructive feedback** to support each participant's further development
- 10) **Demonstrate ability to carry out action research projects to document classroom results**
- 11) **Think about their role in the learning process** and be able to describe in writing their strengths and areas of improvement vis-à-vis their role as facilitator and proficient tool users

Level II Certification

Level II Certification has two parts: **course work** and **classroom observations**. The course work consists of 10 modules of two days each.

For Level II certification, attendance in three AL courses is required. By experiencing a variety of courses (the three required courses are in different areas) as a learner/observer and participating in a dialogue before and after with the facilitator, each person's knowledge, understanding and skills can be improved.

One course must be in a subject area that is different from the participant's area of expertise. A second course may be in a course similar to what the participant teaches, and the third course should be the exact same subject the participant teaches. (For this course, perhaps the participant can actually assist in some way.) *Your Level One Facilitator/Coach will guide your learning with observation criteria and journal assignments.*





To achieve Level II certification, participants must also attend 10 two-day workshops or their equivalent, five of which address the area of interpersonal development and five of which address different areas of specialization or gaps in knowledge and skills. *Your Level One Facilitator/Coach will map out the development plan with you to support you in mastering AL.*

He/She will also introduce the idea of an ongoing journal and explain how you will be using it.

Examples of courses that would fulfill the requirement in the area of interpersonal/ intrapersonal development are:

- suggestion-desuggestion training,
- communications training,
- stress management training,
- relaxation,
- imagery workshops,
- cooperative learning,
- and workshops in such areas as NLP, TA, Gestalt therapy, Psychosynthesis, Dance therapy, Art therapy, Music therapy, Shadow Work, Systems Thinking, etc.

Examples of courses that would fulfill the requirement in the area of technical expertise in AL are:

- use of music,
- art and/or movement in the classroom,
- principles and elements of good teaching,
- drama,
- voice training,
- brain theory,
- edukinesthetics,
- games,
- story telling,
- metaphors,
- improvisation techniques,
- use of technology,
- nutrition and learning, etc.

Before attending specific courses, participants should check with their facilitator/coach or the certification committee to make sure the program of your choice is recognized by IAL. IAL will offer programs at the international conferences and at regional events in the IAL chapters.

At the end of Level Two, you will turn in a video of you teaching your subject matter using a complete cycle of approximately 1-3 hours in length.

Level I certification is required before you can apply for Level II. You also are required to be an IAL member for Level II certification.

Level III Certification

IAL/DGSL Trainer Certification

To be certified as an IAL Trainer of others in AL, it is necessary to fulfill the requirements below. Before attending specific courses, check with your facilitator/coach or the certification committee to make sure the program of your choice is recognized by IAL.





- 2 years experience in facilitation/training/teaching using AL (after the Level I certification)
- Documented experience with various forms of facilitation/coaching/design, i.e.: team meetings, large group presentations, one on one coaching, courses of various lengths, etc.
- Experience with various models of pedagogy, training and teaching approaches, and psychology. (courses, self-study, observation, reading, application)
- Co-facilitation of a 120-hour Level I training
- 200 hours of combined personal growth work (programs in which you, your own “suggestions,” your “inner teacher” are the focus of learning) and observed teaching
- First level/Practitioner Level training in an area of psychology such as: Gestalt, NLP, Psychosynthesis, Dance Therapy, Art Therapy, Music Therapy, Shadow Work, etc.
- Member of IAL, First and Second Level Certification

